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COLLEGE DAY NUMBER

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Christian Education Magazine

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The Basis of College Day

WITH the approach of College Day those responsible for planning its observance in the local church will likely find certain questions presenting themselves for consideration, one of the chief among them being What is the basis of College Day?

In answering the question let us turn first of all to the legislation of our Church, since the basis for the day may be found in part in a Disciplinary requirement (Par. 461, Item 6), which makes it the duty of the Local Church Board of Christian Education "to see that College Day is observed at some appropriate time during the year, when Christian education, as carried on in the colleges and universities of the Church, shall be suitably presented and when an offering shall be taken to assist worthy students in our own institutions and to help in establishing and maintaining Departments of Religious Education."

THE basis of the Day is further to be found in the underlying purpose which prompted the above legislation. This purpose is to have College Day serve as a unifying influence in the Church's total educational program. It is designed to draw the local church and the Church college into closer relations with each other and help each of them to see more clearly the whole field of education in which the Church must engage. In proportion as this purpose is realized there will follow a recognition of the need for mutual loyalty, support, and co-operation, and a realization that the effectiveness of both the local church and the Church college is very largely conditioned by the assistance each receives from the other.

Wesleyan Inauguration a Significant Event

THE inauguration of a President in any major educational institution is always an event of more than passing significance. It is attended by colorful academic ceremonies that lend themselves to wide and favorable publicity and that tend to exalt the school in the eyes both of the general public and of the official representatives who come from distant institutions of higher learning to participate in the ceremonies.

Deeper than that, however, the inauguration of a new President must

necessarily mean to the college itself at least some minor shifts in policy and some changes in emphasis or program. Such changes are only natural, since it is impossible that two executives should approach a task in exactly the same manner. The inauguration of a new President, therefore, heralds for the college a régime that is to be more or less new and more or less marked by the modification of old lines of procedure and by the introduction of new techniques and new types of service.

To the public at large and to the educational world in particular an inauguration is significant in that it offers an opportunity for pause in the mad rush of a modern age and for rechecking our educational philosophy. It is a time of inventory and of evaluating educational progress and achievement, both within and without the institution under whose auspices the inauguration is held. It is a time when we renew our faith in and our allegiance to the cause and services of education and when, through the addresses of the occasion, contributions are made to our store of educational concepts and new educational objectives are suggested for our attainment.

THE inauguration of Dr. Dice R. Anderson as President of Wesleyan College, Macon, Ga., on the eighth of April held all of this significance and more. Wesleyan was a pioneer in the field of liberal arts education in the South and in the field of women's education in the world. For nearly a century Wesleyan has been committed to and engaged in the development of intelligent, cultured Christian womanhood. Her services of the past are immeasurable, and in every quarter of the globe her daughters rise up to call her blessed.

It is a far cry from the early Wesleyan of limited quarters and meager equipment to the new Wesleyan transferred only a few years ago to its cluster of modern and palatial buildings upon a commanding eminence just out from the city of Macon, but the old Wesleyan spirit continues ever new and strong, and the ideals of the old Wesleyan are perpetuated in this new campus setting. Under the administration of the retiring President, Dr. William F. Quillian, present Secretary of the General Board of Christian Education, Wesleyan made phenomenal progress in all lines of endeavor, and under the proven leadership of Dr. Anderson, whose distinguished educational service in similar fields of college administration thoroughly commends him for his new post, there is every guarantee that Wesleyan precedents of growth and service will be upheld and that this honorable pioneer institution, old in years but young in vision and in vigor, will continue to rise to new heights of eminence and prestige.

ANNUAL COLLEGE DAY

MAY 29, 1932

The Annual Conference Board of Christian Education and the College

R. IRA BARNETT*

(The following are excerpts from a paper read December 28, 1931, before the Associate Council of Professors of Religious Education. Dr. Barnett stated that his findings are based upon returns from a brief questionnaire sent to all Executive Secretaries of Southern Methodism. The inquiries contained in the questionnaire were as follows:

(1) What specific things is your Conference Board of Christian Education doing in furthering the Church's program of higher education?

(2) What definite plans does it have for the near future?

(3) What additional steps, in your opinion, might profitably be undertaken by a Conference Board in the interest of this phase of the Church's work?

Practically the whole content of the paper was drawn from the answers to questions one and two.—Ed.)

WE have of late been talking about a unified program of Christian education, and we have been considering this unified plan from various angles. One important phase of this plan is the subject of this paper. I like that sentence printed on the stationery of the Louisville Conference Board of Christian Education: "We seek to promote an effective program of Christian education through the local church and through the Christian college."

May we consider:

The Conference Board of Christian Education and All Colleges

THE law clearly charges the working staff of the Conference Board with the interests of college students just as much as with any of the other interests of the total program of Christian education.

A Committee on Schools and Colleges should certainly be constituted by every Conference Board that is connected with any institution of learning.

The Board should endeavor to secure each year a survey in every college within its area to ascertain the attitude of the students to the Church and to religious activities in general.

The Board staff should visit the schools, speak to the students in chapel, and hold private and group conferences with the students as opportunity may be given by the school authorities. The Board staff should co-operate with the General Board representatives, the Wesley Foundation Director, or any others who may visit the colleges of his area.

The Board staff should ever be the publicity agents of the colleges, using Church and secular press and Board bulletin, securing wide observance of fifth Sunday as Education Day, providing exhibits for conferences, etc., to bring all the people to see our work with students as a part of our total program.

* Executive Secretary, Florida Conference Board of Christian Education.

The Board should have it as a part of its plan to help place Methodist college graduates in positions of advantageous employment.

One of the greatest services the Board can render any college situation is to induce and help the young people of the local church and the students of the campus to come together in a Young People's Division of the Local Church in which both these groups may be made as nearly one as is possible in the organization and program of the Division.

R. IRA BARNETT

The Conference Board of Christian Education and the Church College

FREELY granting all the values present in state institutions, it is important that we recognize another fact—namely, that in our Methodist colleges and universities we have distinctive and important values which call for our most earnest and intelligent attention.

In appraising the worth of the Church college, we should remember that the program of Christian education is a continuous process from the church school—or better, from the home back to the church school—to, through, and beyond the Church college. The Church college properly grows out of the years of Christian education in the home and church school. It alone is an adequate provision for the needs of a young person who has been trained in Christian attitudes and habits through all his years of childhood and youth up to college age. We need to bring all our people to see that the educational task is one, and that therefore the Church college is not an institution to be maintained for its own sake, but rather an agency to be used, essentially really in the development of the total task of Christian education. If the new order of things will bring to our young people acquaintance with the Church college and a consciousness that these colleges are a part of the provision made by the Church for the continuation of their Christian education and for the development of leadership for the Christian cause, then we will see the young folks passing naturally from the young people's organizations of our local churches directly into our Church colleges.

The Conference Board staff is expected, on the one hand, to put the Church college into the plans and program of the local church so that the local church will recognize it as an important part of its responsibility. On the other hand, the Conference Board staff and the leaders on the Church college campus must put the local church into the hearts of the college students. In order to accomplish these two very desirable ends, the Conference Board must recognize that it has a very definite task in relation to higher education. We must get more of our young people to attend our colleges, and we must make their life in our colleges mean more to them. We must see to it that our colleges are adequately provided for financially. We must build up among our constituency an educational consciousness. The Board of Christian Education is the best possible agency to do this. On the other hand, the Church college must recognize its responsibility, not alone for its own particular student body,

but to the entire constituency of the Church. This will mean a definite tie-up of our colleges with our training program and with our other promotional work that registers results in the local church. The Church college must recognize that the Conference Board of Christian Education is the logical channel through which it shall approach the local church.

What Can the Conference Board of Christian Education Do for Our Church Colleges?

THE Board can employ its secretaries and its directors of the various phases of work in service for them. It can constitute a committee—or a subcommittee of the General Committee on Schools and Colleges—to look particularly after their interests.

The Board can assist greatly in securing liberal apportionments for the Church colleges of the Conference; can promote special financial campaigns for these institutions; and should use College Day to strengthen financially the departments of religious education in the Conference schools and to secure loan funds to be used in educating our young folks for Christian service.

Some Boards are rendering a valuable service in investigating the colleges of certain Conferences, hereby securing for the Conferences an unbiased judgment as to the real condition of their colleges financially and otherwise. Already consolidations of institutions are being seriously considered as a result of data obtained from such investigations by these Boards. We can see how Boards thus informed as to actual conditions in the colleges might be exceedingly helpful to the administrators of the colleges by offering to them their constructive criticisms.

One of the functions of the Conference Board should be to secure students for our Church colleges. In most of our Conferences our Conference Board organizations, in the Conference as a whole and in the districts, are in a position to render invaluable and most effective service in this way. It is possible for the Conference and district workers under our Boards to keep the church schools before the people—in institutes, training schools, Young People's Unions, Young People's Assemblies, Young People's Departments of the local churches, and in the congregations. The Board representatives can preach sermons and deliver addresses and conduct round-table discussions on the Church college.

The Board should aid young people who need help in their preparation for college.

In most Conferences, the Board recommends persons for election or confirmation as trustees by the Annual Conference.

The Board recommends members of the Conference for appointment to positions on the faculties of our Church colleges (and of other institutions also).

The Board should provide occasions for contact between the President of the Church college and the preachers and leading laymen, in which the preachers and laymen may tell the President what they desire and expect from their college, and the President tell the preachers and laymen what their college has a right to expect from them. In one Conference, the Board Chairman, Executive Secretary, and President of the college held such meetings in every district. We believe that much friction can

be allayed between the college management and the patrons of the college and a sympathetic attitude developed among our people toward their colleges by the promotion of such meetings widely and frequently throughout the Church.

The Board should make a careful study of reports furnished it by the Church college, and should give out the information obtained to the people through the Church and secular press. The Board should secure the most advantageous hour possible in the schedule of the Annual Conference session in which to present the interests of our Church colleges. One Conference Board claims one and a half hours of the second day of the Conference session for its presentation of these important matters.

The Board should encourage our college students to apply for our training awards for the work they do in the departments of religious education.

The Board should help the local churches in college communities to make themselves training grounds for the college students and fields of Christian service for the members of the faculties of our Church schools.

The Board should work to create special loan funds and scholarships for worthy young people who would put themselves under our tutelage. Local churches should be induced to finance their own boys and girls through college.

The Board should help to correlate the life and activities of the Church college campus with the Young People's Division of the local church in the college community. The students need now the taste of Church life, and the college communities can profit by association with these growing, virile young folk of the college. Moreover, the churches back home desire that these splendid young people of the college be held to the Church.

What Can the Church College Do for the Board?

THE Church college can recognize the necessity for the Conference Board of Christian Education in any adequate educational program with the Conference—indeed, that this particular Board is definitely responsible for our Church college, and that any approach of the college to the membership of the churches must necessarily be through this Board if it proposes to be adequate.

The Church college can recognize the Executive Secretary of the Board as just as vitally connected with it as any other person working for the college. Some colleges include him as a member of the Faculty Club.

The Church college can wisely and profitably lend its President and professors to Standard and Cokesbury Training Schools, Young People's Assemblies, Adult Federations, Bible Conferences, and other phases of the Board's program, such as group meetings and institutes in churches and districts. One college furnishes a representative on the faculty of a training school in every district of the Conference each year.

Some of our Church college Presidents and professors are reported as having held successful revival meetings.

The President of the Church college serves with some Conference Boards as the director of the interests of schools and colleges in his Church area.

The Church college can furnish its glee club and orchestra to Church events of importance.

Duke University trains and sends out young men to hold Vacation schools and Cokesbury Training Schools and uses class time to explain to its picked pupils our Church's program. Duke University furnishes office, lights, and janitor service to the Board.

The Church college should keep the Conference Board fully informed as to its condition, problems, plans, etc.

The Church college should provide short courses for preachers like those that Vanderbilt University has been providing for some years past.

The representatives of the Church college should help to bring the churches to a more adequate appreciation of the values and possibilities in a unified educational program by championing and interpreting the total educational task of the Church in their contacts with and public appearances before the people.

The Church college should endeavor to tune its students into the Christian education program of our Church.

The Church college should encourage its alumni to co-operate with the Conference Board in keeping the interests of the college constantly before the people.

What Can the Conference Board and the Church College Do Together?

THEY can secure the election of college men to membership on the Board. One Conference has every Church college within its bounds represented on its Board.

They can enlist college men as staff workers of the district boards.

They can think their problems through together. If we are to develop a sense of responsibility for the total educational program from the standpoint of the Board and of the Church college, frequent conferences of Board and college representatives must be held. The faculty and trustees of the college should be included, first and last, in these conferences.

They can, together, make of College Day and the fifth Sunday programs a real success—a success that neither can achieve alone.

They can reciprocate in teaching service, the members of the college faculty assisting in training schools and institutes and the Board Secretaries teaching short, intensive courses in the college and otherwise helping in the prosecution of a vital program of religious training among the students.

They can join forces in the extension work of the college. The Board staff should ever regard the work of the college as indispensable to the realization of their highest aims, and the college should always regard certain phases of the Board's program as its extension program. In the Bible courses and other courses in religious education, the tasks of the Board and college are in a very true sense one.

They can together promote gatherings and programs of the alumni in the cities; to keep alive the memories of college days and affection for the Alma Mater; to bring before the alumni from time to time the financial needs of the institutions and develop something of an annual roll call for cash contributions; and to get everyone as far as possible to direct students to the college and boost it generally.

They can both help to make the Pastors' School what it ought to be.

They can unitedly put their major emphasis on the evangelistic character of all genuine Christian education.

Changing Emphases in Higher Education

W. M. ALEXANDER*

(Excerpts from Founders' Day Address, delivered at Southern Methodist University, March 24, 1932.)

W. M. ALEXANDER

IT is gratifying to note that while these educational emphases had their beginnings in differing motives, there are many evidences that they are happily converging at two or three major centers. They all are, and have been, committed to the development of an educated citizenship, trained and equipped for the responsibilities of our democratic life. More and more, and with marked rapidity, are they all coming to see the fundamental, inherent place which religion holds in the educational process. The way to the solution of this problem does not yet appear, but there is a mind to work it out which gives promise of a better situation in this regard. It is also true that the proponents of highly specialized vocational training are being made to realize increasingly the importance of a broad cultural background for the specialized training which should follow. This means that the liberal arts approach to education, which characterized the early colleges in America, is again coming into its own. The Liberal Arts College Movement, inaugurated about three years ago, has made a large contribution to the return to this position. For the first time in several decades, the Liberal Arts Colleges, *most of which are Church-related,* are being made to realize the significance of their position. They stand for broad culture for its own sake, and as a preparation for vocational education later. Also, for the most part they stand for the teaching and living of religion as an inherent part of educational procedure. And in making this approach, they stand for scholarship that is second to none in thoroughness and, wholesomely related to it, a religious emphasis that is essential to the realization of the life abundant.

And now, before closing this address, may I raise this pointed question: What are the distinct functions belonging to an educational institution that make it distinctly Christian? In attempting to answer this question, I do so with a desire to be perfectly fair to every other type of institution in the land. They have their values which may be described in superlative terms. But the Church has both the right and the duty of keeping its case clearly and constantly before its constituency and the public generally. So it is with a spirit of desiring not to detract from the one, but to emphasize the supreme values of the other, that I speak.

FIRST of all, a college may be justly called Christian when its founders are moved by Christian motives and the institution is based

* Secretary, Department of Schools and Colleges, General Board of Christian Education.

upon Christian ideals. The securing of funds, the promotion of its program, the relating of itself to its constituency, the projection and pursuit of its policies, the attitudes assumed toward all moral, social, and religious questions, the place of God and the Church are given in its life and program are all involved in the Christian approach to its task. Colleges, as do individuals, face serious temptations at this point. Keen competition with other institutions, problems of making budgets balance, agencies working for uniformity in standards where religion does not and cannot be given the full consideration due it, all bring pressure to bear upon Christian institutions to cause them to forget the central purpose of their existence. And, perhaps, all too frequently the temptation is more than can be borne at some points. On the whole, however, our Church-related colleges have kept reasonably true to their ideals. Their records do them honor and are their chief defense.

A SECOND distinct function is that of maintaining a positive, wholesome Christian atmosphere in the classroom, on the campus, and in the whole life of the institution. It is to be universally admitted that contact of personality with personality is the most effective method of transmitting ideas and ideals. Since this is true, the character of the members of the teaching staff in Christian colleges is of primary importance. Dr. Richardson, in his *study of the Liberal College,* puts it forcefully in this way: "The influence of high character is contagious. There are men who from the force and sweetness of their personality and the loftiness of their outlook are radiating centers of goodness to all about. . . . . The appeal of these men, exercised as it often is year after year upon the hundreds of students who pass through the college, is a power which only those who have experienced it can appreciate." (*Christian Education,* 1932, page 341.) Great care, therefore, should be exercised in the selection of the college teaching staff. Colleges are not warranted in insisting that science, literature, history, psychology, the languages, etc., shall be labeled as Christian, yet they are under moral bond to see that each of these subjects, and any others, is taught by men and women whose interpretation of the whole of life is based on the Christian viewpoint. This, further, means that all members of our Christian college faculties should be acknowledged Christians and active in the fellowship of some Church. And the question of personal freedom is not involved in this insistence. With the large and increasing number of well-prepared teachers who are now available, the Christian college can and should insist on every instructor who elects to become a member of its teaching staff being an acknowledged Christian and active in the Church of his choice. If there are those instructors who cannot subscribe to this, they should be left free to teach elsewhere, for the Christian college is no place for them.

THE final distinct function of Christian colleges to be discussed in this connection is the establishment of effective departments of religion and biblical literature. Our Christian colleges have always taught courses in the Bible and some other closely allied subjects. But, in the majority of cases, these courses have been taught by men whose advanced degrees were secured in some other field and whose major emphasis,

therefore, is in other directions. Their work is not to be discounted for this reason, since it is through personality that religion finds one of its best avenues of expression. But this can hardly be as scholastically impressive as it should be. . . . . In our own Church we have sixty-five universities, colleges, and secondary schools. Courses in the Bible and allied subjects are taught in all of them. But in only about twenty of them do we find Departments of Religion as carefully organized and as ably manned as are the other departments in the same institutions. This should not be the case, and the General Board of Christian Education is definitely committed to the policy of promoting a standard Department of Religion in every institution of the Church."

The question naturally arises, What courses in religion are to be considered as of *fundamental importance* to all students, lay, as well as others?

Any answers to this question will be somewhat a matter of individual opinion. It is to be said, however, that those who have given this matter most thorough attention are fairly well agreed that the fundamentals in religion essential to all students can be taught in the general Bible, religious education, sociology, and philosophy, and other allied courses. These of course are to be based upon the broad background of English, history, economics, science, the languages, etc. Many colleges offer, or can make available, certain more advanced elective courses in religion for those who develop a special interest in this field. (See *Christian Education,* New York, November, 1931, pp. 130 ff.)

These are the distinctive functions of the Christian college. How the ideals of Christian founders have worked out in the colleges of our sister Methodism is forcefully stated in a recent report on the institutions of that Church:

"We believe the influence of religion is more perfectly present in our Methodist educational institutions than in our local churches and that these institutions are furnishing our youth with much richer Christian influence and ampler Christian instruction than they received prior to entering these schools. It is this influence of religion that has humanized and vitalized these institutions and made possible the *stream of Christian leadership* they have sent forth. Its refining and quickening presence in these schools chiefly explains the confidence which the people have reposed in them as expressed by gifts of money and especially by the commitment to them of their sons and daughters. It is, too, this religious element in these schools that has made them such a leavening force in the total educational life of the nation. They have held American education from total secularization and are increasingly influencing it toward a Christian ideal." (*Christian Education,* November, 1931, pp. 104, 105.)

With this record, duplicated by practically every denomination, before us, there remains for us but one thing to do—move forward with vigor, resolution, and consecration. The faith of our founders has been justified. Teaching by Christian men in an institution whose atmosphere is inherently Christian cannot but accomplish a major part in bringing in the Kingdom of light and truth. And we consecrate ourselves anew to the call to build personalities that are immortal through teaching.

How May the Christian College Help in the Program of the Local Church?

SUMMERS BRINSON*

SUMMERS BRINSON

"IT is estimated," says Dr. Quillian in his report to the General Board of Christian Education, "that seventy-seven per cent of the students in the Protestant theological seminaries in America are from Church-related colleges. It is evident, therefore that the Church must look to its own institutions for the leadership of tomorrow. God is at work through the Christian collage for the development of Christian leaders through whom his Kingdom must be established in the earth."

Herein is a powerful potential leadership of the local church. The unit in Methodism is the local church, and it is here the emphasis is wisely placed in the recent unified legislation. This new legislation seeks to bring the local church to the front, and desires to make it more efficient in its varied ministries. Here lies our task and our opportunity. If the local church grows in spiritual efficiency, then Methodism grows and the Kingdom of God progresses. On the other hand, if this unit decays, then our Methodism dies and the Kingdom of God is retarded.

Whatever help, therefore, may be given to make more vital the program of the local church will be of large benefit to the community which it serves. For the ministry of the Church should be a creative ministry as it touches and revitalizes the community as a whole. Since the Christian college is a direct result of the Church, it seems but right that the college should stretch out sympathetic hands toward that institution which gave her existence in the world. Too long the local church has felt itself a thing apart from the Christian college. And the Christian college, busy with its own important program, has been inclined to forget the existence of the local church. Is it possible for this child of the Christian Church to make a creative contribution to the needed enlargement of life as the Church seeks to become more efficient? Our unified legislation creates that hope within our hearts. For this purpose and to this end the last General Conference directs that in each local congregation there shall be organized a Local Church Board of Christian Education. One of the duties of this important Board is found in Paragraph 461 (6)): "To see that College Day is observed . . . . when Christian education as carried on in the colleges and universities of the Church shall be suitably presented, and when an offering shall be taken to assist needy students. . . . ." The fifth Sunday in May, 1931, was observed throughout our Church as College Day, and a like observance is planned for the fifth Sunday in May of the present year. It is confidently believed that a more sympathetic understanding between these two

*Presiding Elder, Henderson (Ky.) District.

Kingdom agencies will result from this wise emphasis.

Some two or three ways are herein suggested to indicate how the Christian college may help in the program of the local church.

LET the Christian college, in cooperation with pastors and other local church leaders, inform the membership of the Church of the valid reasons why the Church feels constrained to remain in the field of higher education. The time is ripe for the dissemination of such information. Occasional voices in both church and state are seriously calling in question the right of the Church to remain in this rather difficult field. Ample finances and equipment are in the hands of the state, they say; therefore, let the state furnish the institutions of higher education for the people. Divided Protestantism and lack of finances are making it increasingly difficult for the Church to continue in this field, in which she once held undisputed leadership. The Church has had its day, so we are asked to believe, and it is now time to withdraw from the field.

Such a viewpoint, of course, is untenable in the light of the fundamental nature of religion in human experience, and it is time for such suggestions to be severely challenged in every local congregation.

There is a widespread feeling that higher education is intensely beneficial to people. We somehow feel that if we are highly educated, civilization in its best expression is assured. Vast sums of money are spent by both the church and the state to build colleges and to promote education because there is a deep conviction that it is wholly constructive. By this means we hope to create infinitely better human beings and consequently better living conditions. But it is the part of wisdom to consider the content of that which is taught in our colleges and universities. Knowledge is power, but it may be toward either beneficial or wicked ends. Wisdom is shown when this discrimination is kept in mind, and thereby untold harm is avoided. "Education," says Bishop Ainsworth, "must lead into the knowledge of God, who is ultimate Truth. Education which ignores God and the human soul is pagan." We believe therefore that the Church is best fitted to give that distinctively Christian accent to its teaching and consequently will render a higher service to society. Let the Christian college so inform, by any proper means, the membership of the Church.

AGAIN, the Christian college may assist the local church in its program by providing a better trained leadership in the students and graduates who leave her halls of learning. I speak in reference to a more qualified leadership for the average local church. With the highest appreciation for the work done by church schools, all too frequently the students are not trained to do efficiently the work required in the local church, and are not fitted to translate a given program into beneficial actualities. Far too often the thing studied is unrelated to the actual need as found in our churches. Manifestly this better leadership must not be coldly intellectual, but rather the quickening of the whole of one's life. It would then express itself in righteous ethical relationships and a yearning desire for a holy life toward God.

"The college," says G. A. Coe, in *What Is Christian Education?* "must transcend its assumption that

its main job is to teach subjects abstracted from life's purposes. The development of purpose must be provided for in and through the pursuit of each subject of study—provided for, not by lugging in a homily, but by revealing the relation of the subject to life, and by making the subject a critique upon life." That of course is well stated. Doubtless most teachers have been conscious of this purpose in Christian education, and have sought to realize its purpose and its proper fruitage in better equipped lives. The human response, however, is not always perfect, and consequently the result is often disappointing. But, on the other hand, the response frequently is such as to fulfil the highest hope, and the fruitage is found in thoroughly prepared lives for effective Christian service to the Church.

Both the local Church and the Christian college have need of each other in building the Kingdom of God among men. A sympathetic understanding on the part of each for the other, and a clear conviction that both are vital in Christian work, will mean a better day for the local church, for the Christian college, and also for the great interests of the Kingdom.

PASTORS' SCHOOLS---1932

SCHOOL	PLACE	DATE
Arkansas	Hendrix College, Conway, Ark.	June 6-17
Baltimore	Randolph-Macon Acad., Front Royal, Va.	June 13-24
Florida	Southern College, Lakeland, Fla.	Aug. 29-Sept.9
Georgia	Wesleyan College, Macon, Ga.	May 30-June 10
Holston	Emory and Henry College, Emory, Va.	August 15-26
Ky., Ill., W. Va.	Kentucky-Wesleyan College, Winchester, Ky.	June-13-24
North Carolina	Duke University, Durham, N. C.	June 13-24
Oklahoma	Oklahoma City, Okla.	June 6-17
South Carolina	Columbia College, Columbia, S. C.	June 20-July 1
Seashore Meth. Assem.	Biloxi, Miss.	June 27-July 1
Tennessee-Memphis	Franklin, Tenn., Battle Ground Acad.	June 20-July 1
Texas-S. M. U.	Southern Meth. Univ., Dallas, Tex.	June 13-24
Texas-Southwestern	Southwestern University, Georgetown, Tex.	May 30-June 10

Conference-Wide Schools in which the General Board Co-operates:

Virginia	Randolph-Macon College, Lynchburg, Va.	June 13-18
Arizona	Prescott, Ariz.	June 13-19
Northwest	Coquille, Ore.	July 27-August 3
Glide Training School	Glide Methodist Church, San Francisco, Calif.	August 31-September 7

The Financial Needs of Our Colleges

W. E. HOGAN*

W. E. HOGAN

AN article upon this subject is the order of the Editor. Sources of material are not lacking. Many scientific studies and exhaustive surveys of college finance have been made and published. Donald J. Cowling and Trevor Arnett, Floyd W. Reeves and Robert L. Kelly, and scores of other able educators, in books, magazines, and addresses, have in recent years brought to all students of the liberal arts college a great store of valuable information on this subject. All college Presidents from 1636 to 1932 have seen the financial needs of their institutions and have given much of their time and thought to the problem of meeting these needs. All the organized campaigns, all the "movements," whether for individual colleges or for groups of colleges, have issued a great body of literature on the liberal arts college, a considerable part of which literature dealt with its financial needs.

Methodists, especially education-minded Methodists, are not without information on this subject. In addition to knowledge about colleges in general, they have acquired much information about the financial needs of Methodist colleges in particular. From Cokesbury College, our first one, to Lambuth College, our youngest one, Methodist colleges have not withheld from the Church full knowledge of their financial needs. During this century and a half of building, developing, and maintaining these Christian colleges of ours we Methodists have had abundant opportunity to learn of their financial needs. And every education-minded Methodist today knows how greatly these needs have enhanced in the last thirty months.

Assuming that the readers of CHRISTIAN EDUCATION MAGAZINE are education-minded, I shall use no part of my thousand-word space in enumerating those well-known financial needs of our colleges, needs common to all of them and differing only in intensity. The need for adequate endowment, for more and better-planned buildings, for better libraries and more serviceable apparatus, for more scholarships and fellowships, for better-trained and better-paid teachers—all of these I am considering axiomatic. Passing over these needs of greatest magnitude, I desire to point out how two of the immediate financial needs of our colleges may, in a limited way, be provided for through a Church-wide, well-planned, and whole-hearted observance of College Day.

THE annual observance of College Day is not a new idea in our Church. During the last quadrennium the General Board of Christian Education presented to Annual

* Treasurer, General Board of Christian Education.

Conferences and to local churches the great possibilities in this field and co-operated with the colleges and the local pastors in promoting as wide an observance of the day as possible. But it was not until the General Conference of 1930 that it was made "the duty of the Local Church Board of Christian Education to see that College Day is observed at some appropriate time during the year, when Christian education, as carried on in the colleges and universities of the Church, shall be suitably presented, and when an offering shall be taken to assist worthy students in our own institutions and to help in establishing and maintaining departments of religious education." My subject restricts me to a discussion of only the offering feature of this new legislation, though I do not by any means consider it the most important feature.

Assisting Worthy Students

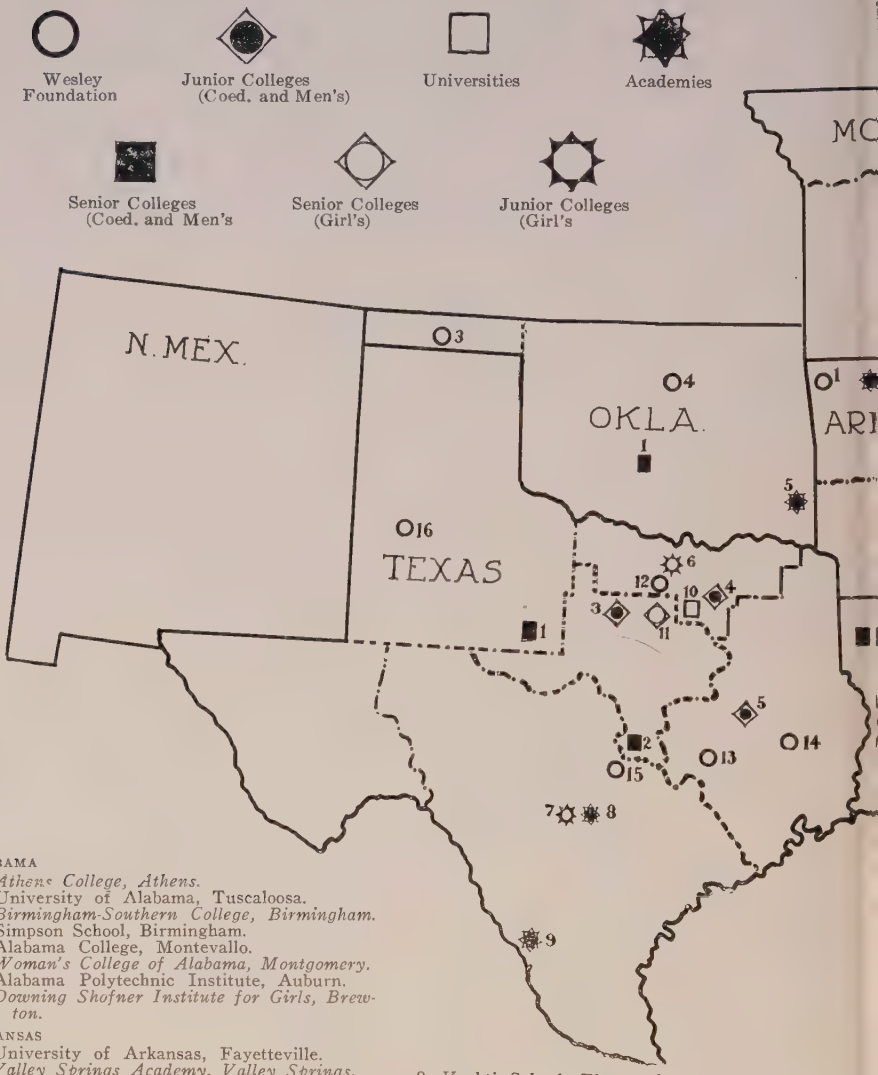
THE idea is growing that students should pay a larger per cent of the cost of their college education than they have been doing. This applies to State, Church, and independent colleges and universities alike. As a result, tuition fees are increasing as rapidly as the traffic will bear. This has intensified the financial difficulties of worthy and promising students without funds. But our colleges must be kept quite as democratic as they are now. No ambitious and promising students should be excluded for financial reasons. College Day will this year offer a most favorable opportunity for giving such students financial help. Many people are more interested in giving money directly to help individual students to pay their fees than to college endowments which help all students alike regardless of their ability to pay. Unquestionably gifts for student assistance have a popular appeal. By directing their College Day offerings this year to the help of worthy students who are without funds churches can make it possible for hundreds of promising students to complete their college and theological courses. Adult Bible classes, Women's Missionary Societies, young people's organizations should all be glad to participate in an offering for such a purpose this year.

Departments of Religion

TO help in establishing and maintaining departments of religious education" is suggested by the Discipline as another purpose for which the offering on College Day might very properly be used. The emphasis which has been placed on religious education in recent years has tended to place it at the very heart and center of general education as offered by our Christian colleges. As a result the endowment of Chairs of Bible or of Religious Education will have a more popular appeal in local churches than the general endowment of the college could have. The colleges of our Church have from five hundred to two thousand churches within their patronizing areas. An average offering of $25 each from each church over a period of three years and directed to the endowment of the Department of Religion in one of our colleges would make these departments what they should be—the outstanding ones in the college. Or the entire offering might be applied to the maintenance of these departments. In that case, an average offering of $5 per year from each of our 17,000 churches would pay the salaries of about twenty professors

[*Continued on page 18*]

KEY TO THE MAP OF METHODIST SCHOOLS AND COLLEGES



ALABAMA

1. *Athens College, Athens.*
2. University of Alabama, Tuscaloosa.
3. *Birmingham-Southern College, Birmingham.*
4. Simpson School, Birmingham.
5. Alabama College, Montevallo.
6. *Woman's College of Alabama, Montgomery.*
7. Alabama Polytechnic Institute, Auburn.
8. *Downing Shofner Institute for Girls, Brewton.*

ARKANSAS

1. University of Arkansas, Fayetteville.
2. *Valley Springs Academy, Valley Springs.*
3. Sloan-Hendrix, Imboden (Discontinued).
4. Arkansas State Teachers' College, Conway.
5. *Hendrix College, Conway.**
6. *Galloway College, Searcy.**

FLORIDA

1. Florida State College for Women, Tallahassee.
2. University of Florida, Gainesville.
3. *Southern College, Lakeland*

GEORGIA

1. *Young Harris College, Young Harris.*
2. *Reinhardt College, Waleska.*
3. *LaGrange College, LaGrange.*
4. *Emory University, Atlanta.*
5. University of Georgia, Athens.
6. *Emory Junior College, Oxford.*
7. *Wesleyan College, Macon.*
8. *Andrew College, Cuthbert.*
9. *Vashti School, Thomasville.*
10. *Emory Junior College, Valdosta.*

KENTUCKY

1. *Lindsey-Wilson College, Columbia.*
2. *University of Ky., Lexington.*
3. *Kentucky-Wesleyan College, Winchester.*
4. *Sue Bennett College, London.*
5. State Normal School and Teachers' College, Morehead.

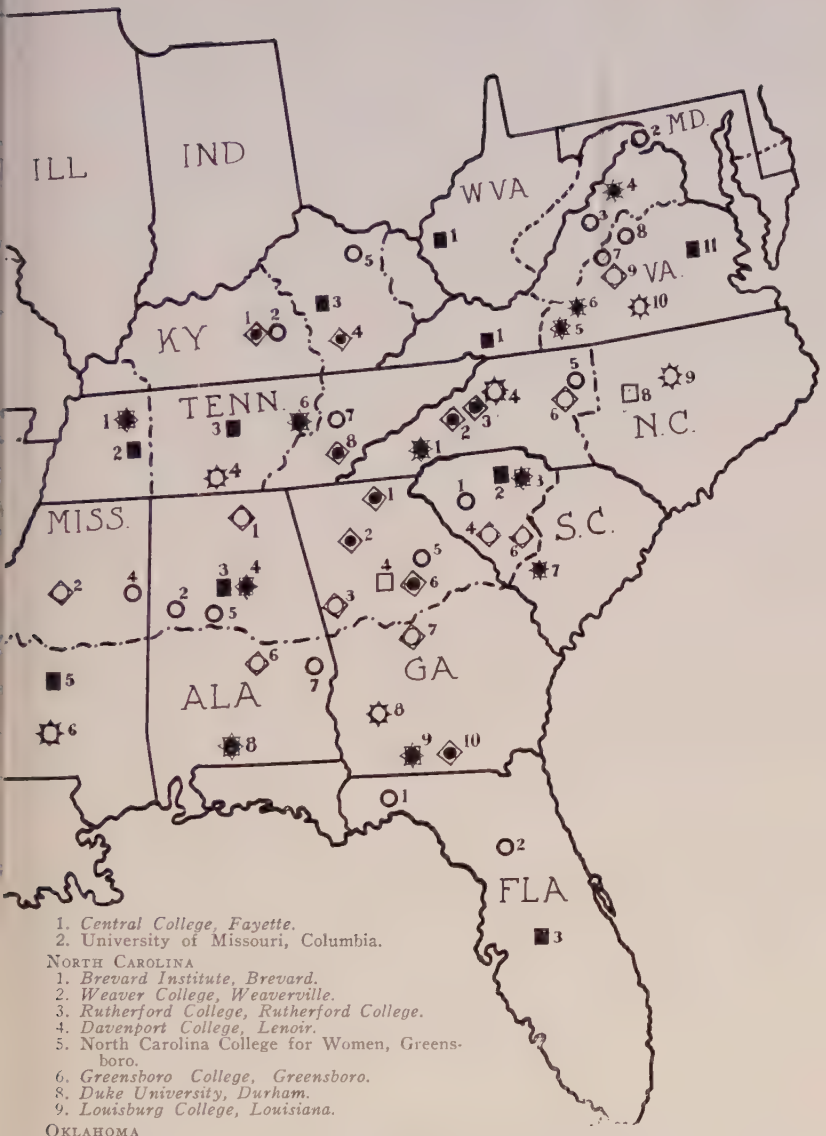
LOUISIANA

1. *Centenary College of Louisiana, Shreveport.*

MISSISSIPPI

2. *Grenada College, Grenada.*
4. Mississippi State College for Women, Columbus.
5. *Millsaps College, Jackson.†*
6. *Whitworth College, Brookhaven.†*

MISSOURI



1. *Central College, Fayette.*
2. University of Missouri, Columbia.

North Carolina

1. *Brevard Institute, Brevard.*
2. *Weaver College, Weaverville.*
3. *Rutherford College, Rutherford College.*
4. *Davenport College, Lenoir.*
5. North Carolina College for Women, Greensboro.
6. *Greensboro College, Greensboro.*
8. *Duke University, Durham.*
9. *Louisburg College, Louisiana.*

Oklahoma

1. Oklahoma City University, Oklahoma City.
3. Panhandle A. and M. College, Goodwell.
4. Oklahoma A. and M. College, Stillwater.
5. *Folsom Training School, Smithville.*

South Carolina

1. Clemson College A. and M., Clemson College.
2. *Wofford College, Spartanburg.*
3. *Textile Institute, Spartanburg.*
4. *Lander College, Greenwood.*
6. *Columbia College, Columbia.*
7. *Carlisle School, Bamberg.*

Tennessee

1. McTyeire School, McKenzie (Discontinued).
2. *Lambuth College, Jackson.*
3. *Scarritt College for Christian Workers, Nashville, Tenn.*
4. *Martin College, Pulaski.*
6. *Cumberland Mountain School, Crossville.*
7. University of Tennessee, Knoxville.
8. *Hiwasse College, Madisonville.*

Texas

1. *McMurry College, Abilene*
2. *Southwestern University, Georgetown.*
3. *Weatherford College, Weatherford.*
4. *Wesley College, Greenville.*
5. *Lon Morris College, Jacksonville.*
6. *Kidd-Key College, Sherman.*
7. *Westmoorland College, San Antonio.*
8. *Wesleyan Institute, San Antonio.*
9. *Holding Institute, Laredo.*
10. *Southern Methodist University, Dallas.*
11. *Texas Woman's College, Fort Worth.*
12. North Texas State Teachers' College, Denton.

List of Schools and Colleges

13. Texas A. and M. College, College Station.
14. Stephen F. Austin State Teachers' College, Nacogdoches.
15. University of Texas, Austin.
16. Texas Technological College, Lubbock.

VIRGINIA

1. *Emory and Henry College, Emory.*
3. State Teachers' College, Harrisonburg.
4. *Randolph-Macon Academy, Front Royal.*
5. *Ferrum Training School, Ferrum.*
6. *Randolph-Macon Academy, Bedford.*
7. Washington and Lee, and Virginia Military Institute, Lexington.
8. University of Virginia, Charlottesville.
9. *Randolph-Macon Woman's College, Lynchburg.*
10. *Blackstone College, Blackstone.*
11. *Randolph-Macon College, Ashland.*

WEST VIRGINIA

1. *Morris Harvey College, Barboursville.*
2. Shepherd College, State Normal School, Shepherdstown.

NOTE.—A Wesley Foundation at the University of California, Berkeley, and a Wesley Foundation at the University of Arizona, Tucson, and one at Virginia Polytechnic Institute, Blacksburg, are not shown on the map.

* Hendrix and Galloway Colleges are under one administration and together comprise the Trinity System of Colleges.

† Under one administration comprising the Millsap System.

The Financial Needs of Our Colleges

[*Continued from page 15*]

of religion in addition to the amount expended for promoting College Day.

The General Board of Christian Education, through its Department of Schools and Colleges, is cooperating to the fullest extent of its ability in helping the colleges at both these points. Through its students' loan funds financial assistance is given to worthy students in our colleges and schools of theology, and through direct appropriations the colleges are helped to strengthen their Departments of Religion. Valuable assistance is also being rendered in the promotion of College Day through the distribution of literature and otherwise. If these three agencies—the pastors, the colleges, and the General and Conference Boards of Christian Education—will unitedly promote the successful observance of College Day throughout the Church during the next four years, the offerings for the two purposes mentioned will amount to no inconsiderable sum. Unquestionably great financial possibilities are opened up through this new legislation.

College Day Manual Ready for Distribution

THE DEPARTMENT OF SCHOOLS AND COLLEGES has just brought off the press a College Day Manual designed to aid college authorities, Conference workers, pastors, and local church leaders generally in securing for College Day the observance contemplated by the 1930 General Conference. The Manual is edited by Dr. W. M. Alexander, Secretary of the Department of Schools and Colleges, and contains pointed discussions of College Day by Dr. W. F. Quillian, General Secretary of the General Board of Christian Education, and Bishop E. D. Mouzon, Chairman of the General Board of Christian Education, and Bishop John M. Moore, Chairman of the General Board's Committee on Schools and Colleges. Statements are also included in the Manual from Dr. J. Q. Schisler, Secretary of the Department of the Local Church, and Dr. C. A. Bowen, Secretary of the Editorial Department.

In addition, the Manual carries helpful interpretations of the legislation concerning College Day, and has many practical suggestions for making College Day effective in the local church.

If you have not received your copy of this Manual, write the Department of Schools and Colleges, 810 Broadway, Nashville, Tenn.

Some Helpful College Day Materials

THE Department of Schools and Colleges is glad to be able to refer local church workers interested in the observance of College Day to an abundance of easily accessible and pointed material which we feel will be helpful in the preparation of suitable College Day programs. A listing of material, assembled especially for use in connection with the Church-wide observance on May 29, follows:

In Current Periodicals

ELSEWHERE in this number of Christian Education Magazine will be found a number of articles the content of which may be found useful in the preparation of College Day talks or sermons. Suggested worship programs for use in the Young People's and Adult Divisions of the Sunday school are also carried in this number.

In the *Church School Magazine* for May there appears an article by Bishop John M. Moore on "Making College Day Effective in the Local Church." Bishop Moore is Chairman of the General Board of Christian Education Committee on Schools and Colleges and has long been known throughout the Church for his great interest in the Church's program of higher education. In the May *Church School Magazine* there is also carried a suggested worship program designed especially for use of the small Sunday schools with combined departments.

The *Adult Student* for May is carrying a College Day article from the very ready and effective pen of Dr. R. H. Bennett, President of Lander College, Greenwood, S. C., on the subject, "Take Care of Your Lighthouse."

The *Epworth Highroad* for this month has an article by Dr. M. L. Smith, who is Dean of Men at Birmingham-Southern College, Birmingham, Ala., on the subject, "Values in the Observance of College Day." Dr. Smith is no stranger to the readers of the *Epworth Highroad,* since his services in the Young People's Leadership Schools at Mount Sequoyah and Lake Junaluska have made him well and favorably known by youthful leaders throughout Southern Methodism.

The *Methodist Layman* is cooperating with us in our promotion of College Day emphasis by alloting space in their columns for a vigorous article by President J. N. Hillman of Emory and Henry College, Emory, Va. President Hillman's subject is "College Day—A Challenge."

The *World Outlook* has made space available in the current number for a stirring article by Mrs. W. M. Alexander on the subject, "God Was There." Mrs. Alexander is well known to the readers of the *World Outlook* because of her interest and activity in the program of the Woman's Missionary Society. She has been a member of the Woman's Missionary Council and has taught mission courses many times in Standard Training Schools and in Pastors' Schools.

Bishop H. M. Dobbs is preparing an article, which is scheduled to appear in the May 20 *Christian Advocate* and which will fit into our general program of College Day promotion. It will doubtless be a valuable addition to the supply of current College Day literature.

The *Church Bulletin* for May 29 has made a generous allotment of space for helping to carry out the College Day emphasis, and this space will be filled by a discussion which has been promised by Dr. A. Fred Turner, pastor of First Methodist Church, Tampa, Fla. Dr.

Turner is forceful in his presentations, and his article will make a contribution toward realizing the objectives of the day.

Miss Mattie Mae Swisher, who is in charge of our student work at West Texas State Teachers' College, Canyon, Tex., has agreed to prepare for mimeographing and for distribution to our various Wesley Foundation leaders a worship program setting forth the significance of College Day and adapted especially to the needs of student groups.

Miscellaneous College Day Literature

College Day Manual. This valuable compilation of College Day helps is just off the press, and no pastor should be without a copy of it as he begins his plans for a proper observance of College Day in his church or churches. Write Department of Schools and Colleges, 810 Broadway, Nashville.

Christian Education Magazine, May, 1931. Last year's College Day number of this magazine will be sent on request while the supply lasts.

Leaflet Materials. Sent on request in limited numbers while supply lasts:

"What the Local Church May Do for the College," J. N. Hillman.

"Why the Church Is in Educational Work" (and an accompanying suggested worship program).

"The Tenth Generation," Harry Stillwell Edwards.

Last But by No Means of Least Importance

OUR Church colleges will all be glad to furnish to pastors and other local church leaders literature which will be of decided value in giving the College Day program a concrete and specific interest. Incidentally, the Church college will also be glad, where expenses can be provided by the local church to send speaking or musical talent to help in the observance of College Day and in the interpretation of the college itself to the local congregation.

Dr. Ormond of Duke Writes on the Rural Church

In one of his lectures on the rural church situation, Dr. K. L. Butterfield, at Vanderbilt University, recently called attention to the fact that a first step in the solution of the rural church problem would be a painstaking survey of common areas with a view to eliminating weak churches, combining effective churches, and developing strong central religious organizations on the basis of community interest.

Professor Ormond, of Duke University, who has achieved distinction in the field of rural church rehabilitation, has recently completed a survey which, at least so far as North Carolina is concerned, bears out Dr. Butterfield's view, as expressed above. The report of this study has recently been published in book form and comprises a valuable treatise on the country church of white people. Evaluating the climatic, geographical, and economic factors in the situation as found in this Southern state, Professor Ormond proceeds to address himself to the task of a map survey of counties with a view to determining the extent to which the actual religious needs of the people are met. The value of this work is beyond computation. Already, as a result of the survey, many weak and struggling churches in North Carolina have been merged into robust units strategically located with a chance not only to survive, but with a mission and with resources to serve the coming generations.

Suggested College Day Programs

I

FOR THE ELEVEN O'CLOCK OR EVENING SERVICE

(Using members of the congregation who have attended a Church college.)

THEME: "The Church College in the Lives of Its Students."

CALL TO WORSHIP.

HYMN: "Jesus Calls Us, O'er the Tumult."

PRAYER.

HYMN: "Lord, Speak to Me," *Methodist Hymnal,* No. 410.

SCRIPTURE: Philippians 1: 8-11 and Colossians 1: 9-20.

TALKS by former Church College Students:

"Why I Went to College."

"Why I Chose a Church School."

HYMN: "Almighty God, with One Accord," *Methodist Hymnal,* No. 687.

TALKS by former Church College students:

"What My College Has Meant to Me."

"The Religious Life in My College."

HYMN: "Lead On, O King Eternal, *Methodist Hymnal,* No. 408.

BENEDICTION.

(Service prepared by Rev. John C. Chambers, Executive Secretary, Mississippi Conference Board of Christian Education.)

II

WORSHIP PROGRAM FOR THE ADULT DIVISION OF THE SUNDAY SCHOOL

THEME: "The Christian College."

PRELUDE.

CALL TO WORSHIP: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind." One must be true to Him with his whole being, walking in the way of love, and leading others with understanding.

HYMN: "Lead On, O King Eternal. *Cokesbury Hymnal,* No. 105.

PRAYER: We beseech thee, O Lord of all love and all wisdom, that we may come into a deeper sense of that love and a fuller measure of understanding. Help us that we may bring our shallow and scattered lives into a new depth and a unity of purpose, and that we may become determined to use ourselves in making possible a more wholesome and more Christian education for our youth who would grow into more effective Christian living.

SCRIPTURE READING: Matthew 5: 13-16; Philippians 4: 8, 9.

VOCAL SOLO: "My Task," *Cokesbury Hymnal,* No. 230.

TALKS (on one or more of the following):

1. The Distinctive Services of the Church College.
2. How This Church Can Help Our Conference College.
3. Church and College as Phases of a Unified Program of Christian Education.
4. Facts about Our Colleges.
5. What Has the Church College Done for This Church?

HYMN: "Jesus Calls Us," *Cokesbury Hymnal,* No. 19.

PRAYER. (Make this closing prayer a petition for guidance in the minds and hearts of those who direct our educational institutions and of those who serve through them. Let it express the desire for the coming of a clearer vision of the importance and need in this field, especially to those who are able to provide a more adequate support. Finally, let it be an earnest plea that each person and the group as a whole might realize the part to be played in the entire program of Christian education and the guidance of youth, and that strength and understanding might be provided for the task.)

(Service prepared by Joe Brown Love, Director of Life Service, Department of Schools and Colleges, General Board of Christian Education.)

III

WORSHIP PROGRAM FOR YOUNG PEOPLE'S GROUP, MORNING MEETING

THEME: "Our Church Schools."

INSTRUMENTAL PRELUDE: "I Would Be True," *New Cokesbury Hymnal,* No. 40.

CALL TO WORSHIP.

Leader. "I will lift up mine eyes unto the mountains:
From whence shall my help come?"

Response. "My help cometh from the Lord,
Who made heaven and earth."

HYMN: "Dare to Be Brave, Dare to Be True," *New Cokesbury Hymnal,* No. 250.

SCRIPTURE: Ephesians 6: 11-16.

LEADER: "Dare to be brave, dare to be true." How essential are bravery and loyalty in the life of a Christian young person? I, for one, who have traveled along the path many of you will soon tread, know they play a very important part, and are absolutely necessary in the life of each young Christian. Especially do we find this so when we go away to college, as many are planning to do. Getting away from home, our home church, our staunch Christian friends, and adjusting our lives to this new environment, where we will meet new friends and new situations, is a real test to our Christian character. How important it is to get the right start! What better could give this right start than attending one of our many Church colleges? Our Church schools offer us many advantages which the state or private institutions often do not. They belong to each one of us as Southern Methodists. We should support them, both by our attendance and by our means, just as we support our local church, hospital, missionary program. A statement from our College of Bishops tells us that our whole Church program is dependent upon our colleges.

Living a Christian life is not the easiest life one might choose to live. It requires strength, loyalty, courage, steadfastness; these qualities are never more needful or more important than at the age when we are college students. How important it is that our surroundings and contacts be aids to our Christian living rather than hindrances. Our Church colleges are striving to lend just such aid.

PRAYER: A moment of silence should follow the thought of the talk. One may pray for the work of the colleges as they are training the future leadership of our Church, and that we, as young people, may be loyal in the support of this phase of our Church program.

HYMN: "I Would Be True," *New Cokesbury Hymnal,* No. 40. (This may be used very appropriately as a solo. In either case use it as a prayer hymn.)

(Service prepared by Miss Marian Needham, Church Secretary, McKendree Church, Nashville.)

Organization of a freshman honorary scholastic society was recently decided on by the sixty-four freshmen of Duke University (Durham, N. C.) who made honor grades the past semester, and Dean Arnold has communicated with headquarters of Phi Eta Sigma, national freshman scholastic organization, in the interest of founding a chapter at Duke.

Methodist Student Work at Texas Tech.

FISKE MILES*

TEXAS TECHNOLOGICAL COLLEGE, situated at Lubbock on the West Plains, is but seven years old and had 2,379 different students enrolled for the three quarters of the regular school year of 1930–31. Forty per cent of these young people were Methodists. They came from one hundred and twelve counties of Texas.

The current year of 1931–32, three-fifths of the Methodist young people enrolled in the college are participating in the program of the Texas Tech Chapter of the Wesley Foundation. Over one hundred of these are active as officers or committee members in the work of the Foundation or officers and teachers in the general education program of the Methodist Churches, which include First and Asbury.

Our major purposes are to guide the Christian development of these student young people and to return a trained leadership to the communities of the territory. The program of the local Wesley Foundation includes the following mediums for rendering Christian service. First, college authorities have made provision for granting one hour of college credit per term for Sunday school class work, providing college educational standards of the Extension Department are upheld in the work. This co-operation from the college has helped to raise the educational standards of the Sunday morning classes and has extended the interest in enrolling and attending.

Second, our evening League groups are conducted for the purpose of meeting personal problems under their own leadership. The past quarter there were groups in the Fine Arts, in "Religion and Education," in the more formal programs, and in "Freshman Religious Problems." We are now putting the new programs in the *Epworth Highroad* to a variety of uses.

Third, we have a number of our young people leaders participating in the weekly classes of the local Standard Training School.

Fourth, regular weekly contacts are made with the Methodist young people constituency through the work of the personal visitation committee and the delivery of the weekly news sheet, *Comjoynus Chimes.*

Fifth, we co-operate with the Y.M. and Y.W.C.A. and the college Bible chair in week-day discussion groups. We are also represented in the Inter-Church Council of Adult Advisors and Young People Leaders where co-operative plans are developed.

Popularity of the Centenary College (Shreveport, La.) travel service is indicated by the fact that the quota for this year's tour is already more than half made up. European travel service was inaugurated by Centenary College two years ago and carries with it six hours college credit to teachers or students making the tour.

* * *

President Ludd M. Spivey of Southern College (Lakeland, Fla.) delivered a series of nine addresses at College Heights Methodist Church in Lakeland April 3-10. The addresses dealt with personal problems, and in connection with them there were held round-table discussions on Southern College campus.

*Director, Wesley Foundation, Texas Technological College, Lubbock, Tex.

The New President Inaugurated at Wesleyan College April 8, 1932

THE recent inauguration of Dr. Dice Robins Anderson as the fifteenth President of Wesleyan College, Macon, Ga., was a most significant and brilliant affair. Hundreds of distinguished educators, Churchmen, and citizens from all parts of the United States were in attendance. The day was ideal, the college and the city of Macon were in festive attire, and the occasion measured up to the fullest expectation in every way. Chief interest, of course, centered in the main address, delivered by Dr. W. P. Few, of Duke University, and the inaugural message of the incoming President, Dr. D. R. Anderson. Both of these men, by their inherent ability, thorough scholarship, and successful experience in the educational field, were admirably equipped for the dignified and able messages which they delivered. Dr. Anderson brings to this high responsibility an unusual fitness for it. He is a ripe scholar, an experienced college executive, a loyal Churchman, and a man of the highest educational and Christian ideals. And Wesleyan College, the oldest chartered woman's college in the world, presents to him an exceptional challenge. Her rich traditions running back through almost one hundred years, her nearly five thousand alumnae, her place in the affections of the people of Georgia and the South generally, and her educational prestige among the best colleges of the land furnish the new President with a setting for his task that should guarantee under his leadership an even greater future.

DICE R. ANDERSON

The greetings and words of commendation from the distinguished visitors, both for Dr. Anderson and the College, revealed a confidence in the new leader and this honored institution that was most gratifying.

The Board of Christian Education through CHRISTIAN EDUCATION MAGAZINE wishes for Dr. Anderson, Wesleyan College, and Christian education in the South generally, the best possible progress in their challenging undertakings.

W. M. A.

One of the most elaborate and impressive Easter programs ever given in Lakeland, Fla., was enjoyed by an audience of approximately 1,500 persons, when more than 100 singers from Southern College (Lakeland, Fla.) presented the cantata, "The Seven Last Words."

Correction

DURING the Editor's absence from the city just as the March number of CHRISTIAN EDUCATION MAGAZINE was coming from the press, a glaring typographical error in some unexplainable manner crept into the legend which accompanied the picture shown herewith and Dr. Snyder's name was substituted for that of Mr. Sullivan in the small type beneath the picture.

PRESIDENT SNYDER AND MR. DUNCAN SULLIVAN

Mr. Sullivan entered Wofford in 1854 as a member of the first freshman class and until his recent death was Wofford's oldest alumnus.

Dr. Snyder reports that both he and Mrs. Snyder have been the recipients of a voluminous correspondence growing out of this particular bit of publicity and that he was recently introduced at a round of District Christian Education Institutes in the South Carolina Conference as one who "though dead yet speaketh." At least one official group drafted resolutions of condolence and sent them to Mrs. Snyder.

Amid such reports the Editor seeks to find some small degree of consolation in the fact that evidently CHRISTIAN EDUCATION MAGAZINE is read by a very large number of persons, but he finds this poor compensation for his embarrassment. Meantime all apologies are offered to Dr. Snyder, who is still very much alive and is one of Southern Methodisms' best known and most useful laymen.

S. M. U.'s Graduate School of Larger Service

THAT THE GRADUATE SCHOOL of Southern Methodist University has had a very rapid growth and has a very important place in the educational system of the Southwest is quite apparent from a recent article in the *Dallas News* which carries a summary of the annual report made by Prof. E. W. Shuler, Dean of the Graduate School. It is pointed out that since the beginning of the University in 1915 more than 1,000 students have registered in the Graduate School and degrees have been conferred upon 208 men and 156 women, a total of 364. Among these are to be found four college presidents and many other leaders in the fields of education, law, business, and the Church.

The Graduate School has had a very rapid growth, especially in the last few years, rising from 28 students in 1923 to 216 in 1931. Its present faculty numbers a staff of 39 members, 27 of whom hold the Doctor's degree and many of whom have written well-known textbooks and received other special recognition in their fields.

Former Central Classmates in Unique Competition

During their undergraduate days together at Central College, Fayette, Mo., Sam L. Meyer and Wendell Lee Ensor were active in Central's forensic program, Meyer being one of the school's outstanding debaters, and Ensor representing the school successfully in one or more intercollegiate oratorical contests. Both received their degrees from Central in 1930, and September, 1931, found them again associated as fellow-students, this time in graduate work at Vanderbilt University, Nashville. As the preliminaries for the Frank K. Huston Contest, Vanderbilt's greatest intramural oratorical event, approached, both boys felt the urge of their former training and experience and entered. Through the various earlier contests they advanced together, and each time both were among the number selected for competition in the next higher event. At length, in the semi-final encounter, only two were chosen for participation in the finals, and those two were Ensor and Meyer. Thus upon a campus far distant from their Alma Mater these former classmates opposed each other in what has been termed an exceedingly close and interesting contest. Meyer was officially ranked second among all those who had participated in the various preliminaries, while the fifty-dollar cash prize went to Ensor as winner of first place.

Ashley Sellars, professor in the Lamar School of Law (Emory University) has been honored by the Harvard Law School with a graduate fellowship of $1,500. Professor Sellars is the third member of the Law School faculty to be so honored.

Leadership Training for College Students

Sometime ago a story was told of a group of people. It was a story about the way some men handled certain resources which had been entrusted to them. One, who had done his very best to make good, was rewarded by being given rulership over ten cities. And one, who had done nothing at all in the way of putting his resources to work, found himself tagged with the name "slothful servant" and very much embarrassed. Luke gives us the account, and it furnishes a challenge to all of us. Yet there is also another quite different motive for college students being alert to bring their own superior advantages to the service of mankind. The joy of unselfish devotion in the meeting of a need is a very gripping sort of thing.

This summer the Methodist Church, South, swings open two doors. At Mount Sequoyah (August 12-24) in the Ozarks and at Lake Junaluska (July 14-26) in the "Land of the Sky" Young People's Leadership Conferences will be conducted. There, in the midst of attractive surroundings and in company with the finest of Southern Methodism's young leadership, two weeks will be spent in study, recreation, and informal discussion under stimulating leaders. Dr. J. Marvin Culbreth will lead the college group. Of course the only expense will be travel and entertainment while there.

The way is open for the college students of the Church not only to spend a delightful vacation, but to key themselves into the ongoing of the youth program for Christianity. Are you interested? Write to the Department of Schools and Colleges, 810 Broadway, Nashville, Tenn., for further information.

THE DIVISION OF

The Wesley Foundation

J. M. CULBRETH

THE several approaches employed by different pastors in widely separated situations illustrates the need for flexibility in any policy proposed by the General Board in promoting the Wesley Foundation. At Lexington, Va., Rev. James A. Johnson, the pastor, deals with two entirely separate groups of students. There are 700 cadets in Virginia Military Institute and between 1,200 and 1,500 students in Washington and Lee University. The Methodist cadets are organized into a Wesley Club. The club meets every week on the campus and attends services in the church on Sunday in a body. The Methodist students of Washington and Lee have organized an Oxford Club. This club functions through a young men's Bible class conducted on Sunday mornings in the church building, and seeks to develop a sense of unity among our students on the campus. The pastor visits his student constituency in dormitories and fraternity houses, conducts student forums on the campus and in the church, and accepts suggestions from students as to his sermon topics.

At William and Mary College, Williamsburg, Va., the center of our work with students is in the elegant new parsonage recently erected adjacent to the Church. It is, indeed, a "home away from home" for students, and student classes on Sunday morning and a worship service in the evening feature the Sunday activities.

A Wesley Foundation has been in existence at the University of North Carolina for several years. It has developed a technique of its own, which is now maintained without the help of a pastor's assistant. The parlors and cuisine of the beautiful new church are made available for student gatherings and are the main factors in an open-house policy which extends through the week. A worship service on Sunday evenings is entirely in the hands of the Wesley Foundation. The problem of unifying the total program, including Bible classes on Sunday morning and the worship service on Sunday evening, is receiving the earnest attention of the pastor and his helpers. The Methodist group works in closest cooperation with all other student religious organizations.

At North Carolina State College for Women, Greensboro, N. C., the style of organization was worked out by local leaders prior to the action of the General Conference in 1930. There is a Young People's Department of the Local Church, officered by town young people. Paralleling this organization there is a Wesley Foundation officered entirely by students. The officers of these two groups meet together under the direction of our leader, Miss Idalene Gulledge, and plan a unified program centered mainly in the local church. Bible study on Sunday morning and worship on Sunday evening are directed by the responsible officers of the two groups, acting jointly. In addition, the Wesley Foundation Council meets every week on the campus to consider strictly student interests in the field of religion.

The Future of the Wesley Foundation

BY theory and practice, it has been demonstrated that the function of the Wesley Foundation is to

bridge the distance between the Church and the college student. Unquestionably it is needed for that purpose. Without it the Church is either largely out of touch with college students or seriously lacking in facilities for meeting student needs. Without it the student lacks the incentive, as well as adequate opportunities, to relate himself constructively to the Church. The majority of students do not become related to the Church through the means usually employed. They do, however, become involved in all sorts of campus interests. The Wesley Foundation makes the Church a campus interest of the student. Whether he joins a group which meets at the church or not, through the Wesley Foundation he may be made to feel that he is a part of the life of the church, as that life challenges him and ministers to him on the campus.

A number of experiments have been conducted to discover how much organization and what kind of organization is needed to do the work of the Wesley Foundation. Desiring to utilize as largely as possible the machinery already provided by the Church, a plan has been prepared by which the Wesley Foundation is made a feature of the Young People's Department of the local church. This is accomplished by setting up a committee within the Young People's Department called the Wesleyan Foundation Council. This Council becomes the bond between the church and the student, communicating the influence of the church to the students on the campus and drawing large numbers of students into the activities of the local church.

Rather wide experience has shown, however, that, though so simple in structure, this plan is beset with difficulties. First of all, in many college communities Young People's Departments do not exist. Even where one has been organized, the set-up is often not adapted to serve the religious interest of college students, as when the president and leading officers of the department are high-school students, or when young persons whose acquaintance with college students is sharply limited, are in control. Still another weakness is that the Council, as thus constituted, is thought of as belonging to the local church, which is closed except on Sunday, or on the special occasions when socials or other events are given. A student organization is effective in proportion to its identification with the campus.

Approximately five per cent of the student body and ten per cent of the faculty of Westmoorland College (San Antonio, Tex.) are enrolled in the recently organized "Preachers' Daughters Club." The club meets regularly for social purposes and sponsors benefit performances and vesper programs.

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Sustaining its reputation for versatility, the Versatile Viking Orchestra of Southwestern University (Georgetown, Tex.) toured Central Texas, giving eleven concerts and making a high-school schedule in which the band resolved itself into a classical orchestra, a salon, brass band, or ballet group, as the occasion demanded.

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Davenport College (Lenoir, N. C.) specializes in Bible study and religious education, offering courses in which students are prepared for special work in Sunday schools and young people's societies.

THE DIVISION OF

Life Service

JOE BROWN LOVE

Annual Report of the Director

The Set-Up of the Division of Life Service

THE Division of Life Service was set up and the Director of this new Division assumed his duties on September 1, 1931. One of the first problems has been the clearer definition of the purpose and task of this Division, its relation to other Divisions and Boards, and the clarification of the policy and methods which it should adopt. This has been essential because it is a new Division taking over various phases of the work previously cared for by other Divisions and Inter-Board Committees, and because it proposes to move into a more expanded field in life-guidance work than has been possible heretofore. In this task the Director of the Division of Life Service has tried to keep in close touch with the staffs of the various Divisions of each Department and Board which would have some concern in the matter, and has worked under the counsel of the regular Life Service Committee of the General Staff. The Director has also tried to keep in close touch with pastors and other leaders throughout the Church and with students and other young people whom the Church should be reaching. There has likewise been an exchange of plans and suggestions with other denominations and agencies which are attempting some special work along this line.

Program of the Division

THE Director of the Division of Life Service has given over the greater part of his time to the work of the Wesley Foundation and has assisted the Director of that Division in college visitation. In these visits to some forty colleges and to the churches serving these college communities and also in serving as a speaker or leader in a number of student conferences, numerous opportunities have been furnished for personal counseling of students and other young people in regard to their various problems, especially in the matter of choosing their life-work. In some cases there has been an opportunity to be of some assistance in encouraging and building a more intensive and effective local program in line with the growing need in this field of life-guidance. In fact, wherever possible the greatest emphasis was placed upon the building of this local program, for it is at this point that most of the work must be done. Pastors and other leaders must assume their full responsibility if a real work is to be carried on. This is true especially in regard to our Church colleges. These must lead out more definitely in this field by incorporating into their administration and curriculum a more intelligent recognition of this problem and a more adequate provision for meeting these needs.

The files heretofore kept by the Inter-Board Life Service Bureau were taken over by this Division, and after extensive correspondence the list of Christian Service Volunteers is being brought up to date and these names reclassified. New declaration of purpose cards and report blanks have been drawn up which will be of assistance in the cultivation and guidance of those who plan to go into Christian service

as their vocation. It is necessary that we reach those who have volunteered with intelligent guidance in the carrying on of their plans, and it is highly desirable that additional names which come in should come from those who have a clear understanding of what is involved in their declaration.

Purpose and Plans of the Division

AN attempt has been made, both in the field and in the publications of the Church, to define the meaning of life-service, to point out the directions in which our program must develop, to emphasize the need for guidance in this field, to describe the present need in the vocations included under the service of the Church, and to present the call to Christian service which comes to each person whatever his occupation may be. The Director of the Life Service Division is making an attempt to provide pamphlet material and a bibliography which will be of assistance to both leaders and young people in some of the various needs and aspects found in this problem of life-placement and life-guidance. Also along with secretaries of other agencies he is investigating the possibilities for training in the technique of counseling for leaders in Church and college communities.

Wherever the Director has had any contact he has found a deep sense of need at this point, both in regard to method and also in the lack of material. In almost every case he has found a very enthusiastic response to the suggestion that the Church might provide something more definite in this field.

Paine College Given Higher Rating

PRESIDENT E. C. PETERS, of Paine College, Augusta, Ga., has received official notice that Paine College was placed on the accredited list of the Association of Colleges and Secondary Schools of the Southern States at a meeting recently held by this association in Montgomery, Ala. This is the highest rating given colleges and universities in the South, white or colored.

This is the second recognition within a year of the very high grade of work being done at Paine College. It means that colored youth in this section can now secure at this institution all the advantages of a high-grade liberal arts education. The holder of the Bachelor of Arts Degree will be accepted into any profession or graduate school in the country without any conditions whatsoever. In other words, it places the graduates of Paine College on exactly the same level as the graduates of any other standard A Grade College.

The Association of Colleges and Secondary Schools of the Southern States has only recently admitted the Negro colleges to membership in the Association. At the 1930 meeting about five Negro colleges were admitted and about the same number this year.

Dr. O. E. Goddard, of Nashville, Tenn., Secretary of the Foreign Department of the Board of Missions, Methodist Episcopal Church, South, delivered the annual Fondren Lectures at Southern Methodist University (Dallas, Tex.) April 17-21. Dr. Goddard is outstanding in the field of missions and author of many important books on missions.

Virginia College Team Makes Remarkable Score

BLACKSTONE COLLEGE FOR GIRLS (Blackstone, Va.) has just won the Virginia state championship in college basket ball by defeating Harrison State Teachers' College, thereby not only establishing Blackstone's claim for state championship, but probably giving Blackstone the best record of any college team in the East.

Southern Methodist University Holds Tree-Planting Ceremonial

MORE than thirty-six varieties of trees and shrubs from all parts of the world, including a Washington elm and a cherry tree seedling from Mount Vernon, were dedicated on the campus of Southern Methodist University (Dallas, Tex.) when that institution recently held a tree-planting ceremonial by way of participation in the George Washington Bicentennial Celebration.

Many states and countries were represented in the planting. There were walnuts from the battle field of Gettysburg, from General Lee's home at Arlington, from the home of Admiral Byrd at Winchester, Va., and from Mount Vernon.

Adolph Werry, of Dallas, presented the George Washington elm. President C. C. Selecman made a gift of six sequoia trees from California and fifteen hickory trees from his native state, Missouri. Approximately $200 worth of shrubs were given by J. B. Baker, of the Baker Brothers Nursery, at Fort Worth, Tex.

Mrs. E. A. DeWitt and Mrs. J. E. Cockrell, members of the campus beautification committee presented a cutting of English ivy from the home of Daniel Webster which was grown in turn from cuttings originally taken at Westminster Abbey.

The United States Bureau of Plant Introduction contributed rock roses from Ronda Spain, Cambridge, England, and Brignoles, France; pomegranate from Granada, Spain; firethorn from Southwestern China and from the Himalayas; Chinese hackberry; Brateagus from China; Aetna broom from Italy; Chinese holly; condollea from South Australia; jasminum stephenasne from Orleans, France; lotus glaucus from Kent, England; Japanese prickly ash from Mount Fuji, Japan; jujube from China; and Japanese hypericum from France.

Hendrix College Retains A-Grade Classification

RECENT action of the North Central Association of Colleges and Universities in retaining Hendrix College (Conway, Ark.) on the three-year list ranks the head of the Trinity system of Methodist education in Arkansas with leading institutions of higher learning throughout the United States, according to the President, Dr. J. H. Reynolds.

A considerable percentage of the Association's membership, according to Dr. Reynolds, was granted only one-year extension, necessitating a re-examination after that pe-

riod has expired. No question was raised concerning the athletic and academic departments of either Hendrix or its affiliated institution, Galloway College (Searcy, Ark.), which was continued on the Association list as a junior college.

Removal of the regulation limiting the number of students in each class to thirty was characterized by Dr. Reynolds as one of the most important decisions reached by the Association in its recent March convention in Chicago.

Notable Sculptor to Address Birmingham-Southern Class

LORADO TAFT, nationally known sculptor, Dr. A. N. Freeman, pastor of the Tuscaloosa Methodist Church, and Bishop W. N. Ainsworth, General Superintendent of Southern Methodist interests in Alabama, will be commencement speakers at Birmingham-Southern College May 29-31, according to the President, Dr. Guy E. Snavely.

Bishop Ainsworth will preach the baccalaureate sermon Sunday, May 30, at 11 A.M. in the Munger Memorial auditorium. The following day has been set aside for Class Day exercises, student oratorical and forensic contests, and the annual alumni dinner to be held at 6 P.M. in the Student Activities Building. At this time reunions of the five-year classes will be held.

Lorado Taft will deliver the commencement address at nine-thirty Tuesday morning, and at this time degrees will be awarded. Mr. Taft is a graduate of the Ecole des Beaux Arts, Paris, received the L.H.D. degree from Northwestern, was several years a member of the faculty at the University of Chicago, and was a member of the National Committee on Fine Arts. Among his best-known publications are: *History of American Sculpture* and *Modern Tendencies in Sculpture.*

Centenary President Finds Himself in Bad Hole

DR. GEORGE S. SEXTON, President of Centenary College (Shreveport, La.) may well boast that he has never been in such a bad hole he couldn't get out, for the latest and worst hole of the dignified President's career found him painfully injured when he stepped into a four-foot excavation after alighting from his automobile just previous to a scheduled address before the annual meeting of the East Texas Chamber of Commerce at Huntsville, Tex. Painfully bruised about the head and arms and with a sprained ankle, the doctor insisted upon being helped to the hall, where he delivered a characteristically humorous address, standing on one leg.

Wesleyan School of Journalism Wins Laurels in Editorial Field

UNDER the direction of Miss Virginia Garner, Professor of Journalism, Wesleyan College students of journalism (Macon, Ga.) recently achieved notable success in editing an issue of the *Macon Telegraph.* This editorial feat is an annual event at Wesleyan, and work of the students covers every branch of newspapering—editorial, advertising, news reporting, society, fashion, feature writing, and all the many angles necessary to gathering and printing the news of a large daily paper.

In addition to Miss Garner, the students were supervised by the managing editor and the advertising manager of the *Telegraph.*

Newsy Odds and Ends

MAUD M. TURPIN

Freshmen headed the honor roll list of Emory University for the winter quarter. Of the eighty-three honor roll students, twenty-six were freshmen.

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Bishop Warren A. Candler has been named honorary chairman of the Jubilee Commission of Paine College, which was authorized by the last General Conference of the Methodist Episcopal Church, South, for the purpose of celebrating the fiftieth anniversary of the founding of the college. Bishop Candler's acceptance has been announced by Dr. J. W. Perry, of Nashville, Secretary of Home Missions, and Dr. E. C. Peters, President of the College. Paine College, founded in 1883, will celebrate its fiftieth jubilee in 1933.

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C. Douglass Booth, traveler, publicist, lecturer, authority on Balkan affairs, who has spent a number of years in the Near East and the Balkans, spoke to the faculty and students of Centenary College (Shreveport, La.) on "The World Court and the Reduction and Limitation of Armaments."

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Strife in the Far East between their respective native countries has not halted the friendship of Miss Tomeko Unno, of Shizuoko, Japan, and Miss Chi Yi Chen, of Shanghai, China, students at Scarritt College (Nashville, Tenn.) and bosom friends for more than four years. "The trouble at home," the girls say, is due to "misunderstanding," and they, being "Christian, cannot let the misunderstanding between the nations make any difference in their friendship."

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The A. V. Lane Museum at Southern Methodist University (Dallas, Tex.) received recently a portrait of Bishop William McKendree, the first native American bishop of the Methodist Church. The portrait was presented by Mrs. Jerome Haralson, of Jacksonville, Tex.

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The Goethe centennial was celebrated by members of the German Club of Southwestern University (Georgetown, Tex.). On the one hundredth anniversary of Germany's greatest poet, college groups presented programs featuring Goethe's most popular lyrics, pictorial bulletins showing various scenes from the life and works of the poet were distributed about the campus, and the student body heard a lecture by Dr. Hollander, professor of Germanic languages at University of Texas, on Goethe and his contribution to literature.

* * *

The Lander College Sextette (Greenwood, S. C.) has become one of the state's best known and most popular groups of entertainers. The group has sung in more than half a dozen South Carolina towns and cities and before radio audiences, having broadcast over Station WSPA in Spartanburg, WIB in Columbia, and WSB, the *Atlanta Journal* station. So successful was the latter entertainment that the group received a standing invitation from station officials to broadcast, an appointment being assured on short notice.